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A. C. SHORTRIDGE, } EDITORS.
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Editorial.

SEVERAL errors, principally orthographical, marred the pages of our last number. The printer and proof-reader are probably about equally culpable.

WHEN the bill authorizing the appointment of county superintendents was under discussion in the General Assembly, there was a great deal said as to the manner in which the selection should be made. Many conflicting opinions were expressed. Some of the speakers urged the propriety of an appointment by the judges of the courts; others by the county commissioners, and still others argued in favor of an election by a vote of the people. Finally, the present plan was adopted by an almost unanimous vote. This discussion was significant mainly in this, that it revealed a strong public sentiment in favor of appointing all school officers, including the Superintendent of Public Instruction. There are reasons for continuing the present plan of electing by a popular vote, but many more, as it seems to us, for such change as will require, by suitable authority, an appointment of this officer. An experience of twenty years has taught us some important lessons, especially so, since we have been able to watch the progress made in states differing so widely from each other and from us, as to the manner in which the choice is made. This much we say now only to put our readers to thinking of the subject. We shall have something more to say of it in due time.

THE State Superintendency will not go begging for a candidate for the office. Already there are two Richmonds in the field; one, the simon pure republican who does not "scratch his ticket," and the other, a quasi patron of industry. Our democratic friends will probably nominate a third. Clarkson Davis, of Henry county, is the independent candidate. He is a man of considerable culture, fair scholarship, average natural ability, and of an unblemished reputation as a christian gentleman. He belongs to the society of Friends, and is the second candidate for the office from that denomination. B. C. Hobbs, who served the State for two terms, was a "friend quaker;" and if Mr. Davis shall be elected and shall make as good an officer as did Mr. Hobbs, we shall thank the grangers for bringing him before the people.

The republican candidate is Mr. J. M. Bloss, of New Albany. Mr. Bloss has been a teacher in the southern part of the state for some years. He has been recently the principal of the High School at New Albany, and has a fair reputation as a teacher. He is a man of fine personal appearance, and is blessed with a good digestion. In point of ability and fitness for the office, he is ranked by fifty teachers in the State. But ability and fitness have ceased to be matters of consideration with parties. Mr. Bell was a candidate before the convention and it was supposed that he would be nominated by a large majority. On the evening before the convention it was reported that he had scratched the name of Gen. Tom Browne at the last state election. Such audacity could not be countenanced for a moment. Honesty and capability were nothing when weighed in the balance with fidelity to party. Had he been a Horace Mann he would have been slaughtered, under the circumstances.

J. H. Smart, Superintendent of Schools at Fort Wayne, is the probable democratic candidate. Should he be nominated there will be little doubt of his election. He has been for years an active member of the State Board and a very successful superintendent of schools. He has the Jeffersonian qualifications for the office, is widely known, and is popular.

THE SCHOOL ROOM.

[The following analysis was given by a pupil in one of the Public Schools of this State. Will teachers ask their pupils to criticise it and send us the result? By the way, we suggest that teachers send us papers prepared by their pupils on any subject they may select. We will publish them with or without the name, as the parties prefer.—EDS.]

"Return with him, young man, if thou art walking in the same downward path, lest his dream become thy reality."

This is a complex, imperative, affirmative sentence; complex because it contains a foreign element; imperative because it expresses a judgment modified by the will; affirmative, because it expresses identity between the subject of thought and the predicate of thought. The sentence is complicated with reference to the mind addressed in the phrase, "young man." The sentence proper is, "Return with him, if thou art walking in the same downward path, lest his dream become thy reality." This is a simple, imperative, affirmative sentence. Simple, because it expresses but one actual judgment. The sub-

ject is, "thou" understood, a personal pronoun, denoting who is to return. The entire predicate is, "Return with him, lest his dream become thy reality." The grammatical predicate, combined with the copula in the verb "return," denotes the predicate of thought; the attribute of action, *returning*, is asserted as being identical with one of the attributes of the person represented by "thou" understood, and is modified by the clause, "lest his dream become thy reality," used as an abnormal adverb, expressing *why* he is to return; in which the subject is "dream," a class noun, denoting *what* is to become a reality, and modified by the possessive "his," used as an abnormal definitive adjective, telling whose dream; the predicate is "reality," an abstract noun of condition, expressing the reality, and asserted as being identical with one of the class, by name "dream," and and is modified by "thou" a personal pronoun, used as an abnormal definitive adjective, expressing *whose* reality; the copula is "become," denoting a change of condition. The predicate, combined with the copula in "return," is also modified by "with him," an adjunct used as an abnormal adverb expressing place.

The copula combined with the predicate in "return" is modified by the clause, "if thou art walking in the same downward path," used as an abnormal modal, expressing contingency; in which the subject is "thou," a personal pronoun, denoting *who* is walking; the predicate, "walking," denoting the attribute of action, walking, asserted as being identical with one of the attributes of the person represented by "thou," and is modified by the adjunct, "in the same downward path," used as an abnormal adverb expressing manner or figurative place. In this adjunct the principal word is "path," a class noun, used as the object of the preposition "in," telling in what the walking is done, and is modified by the normal definitive "the," pointing out definitely which one. It is also modified by the normal definitive "downward," expressing what kind of a path. Further, it is modified by "same," a normal definitive adjective, expressing identity, showing that this *path* is identical with a path of the person, represented by the pronoun "him."

"With" is a preposition showing the relation of the returning to the person represented by "him," expressing figurative direction. "In" is a preposition, showing the relation of the walking to the path, by showing the direction. "If" is a conjunction introducing a modal clause, and indicates a relation between the two thoughts, *Return with him*, and *thou art walking in the same downward path*. "Lest" is a modifying conjunction, introducing a clause used as a modifier, showing the relation between the two thoughts, *Return with him* and *his dream become thy reality*. In the foreign element "young man," "man" is a class noun showing the person addressed, and is modified by the normal epithet "young," calling attention to his youngness.

J. W. JONES, of Muncie, accepts the Superintendency of the Hartford City Public Schools.

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Contributions.

PAPERS ON ARITHMETIC—PART II.

NO. XI.

COMPOUND NUMBERS.

[See paper No. VII of this series for definitions of Concrete, Simple, Denominate and Compound numbers.]

The province of Compound Numbers is the measurement of quality; as length, capacity, weight, etc.

Quality is subject to more or less permanence in duration; and when viewed with reference to this mark, it may be called *Protensive*.

Some quality is known as extended in space, as length, surface, volume; and when viewed with reference to spacial relations, it may be called *Extensive*.

Some quality is known only as it affects the senses with a greater or less degree of intensity; as weight, heat, light, etc., and when thus viewed it may be called *Intensive*.

CLASSIFICATION OF QUALITIES SUBJECT TO MEASUREMENT BY COMPOUND NUMBERS.

- QUALITY.
  - 1. *Protensive.*
    - Time measure.
  - 2. *Extensive.*
    - Length.
      - Long measure.
      - Circumference measure.
    - Surface.
      - Square measure.
    - Volume.
      - Cubic measure.
      - Dry measure.
      - Liquid measure.
  - 3. *Intensive.*
    - Weight.
      - Troy.
      - Apothecaries'.
      - Avoirdupois.
    - Value.
      - U. S. money.
      - Eng. money.

NOTE 1.—That quality of an object which makes it more or less desirable for possession, is called *value*. This quality appeals to the sensibility, creating a desire of greater or less intensity, hence it is classed as *intensive quality*.

NOTE 2.—The subject of Longitude and Time does not appear in the above classification, as it belongs to the province of mathematical geography.

NOTE 3.—The teacher should have the above or a similar outline definitely fixed in his mind as a guide in presenting the subject; while the pupil, after having studied the various "measures," should be required to make the classification that he may more fully comprehend the parts as related to one another, and the whole as embodying the parts.

ORDER OF STUDY.

The following order should be followed in the study of each quality, or "measure":

1. The *standard unit*.—How determined.

2. *Denominations.*—Their comparison with one another and with the standard unit.

3. *Scale* and *table.*

4. *Application.*

a. Addition.
b. Multiplication. } Combinations.
c. Subtraction.
d. Division. } Separations.

e. Reduction descending.
1. Integers of higher to integers of lower denomination.
2. Fractions of higher to integers of lower denomination.
3. Fractions of higher to fractions of lower denomination.

f. Reduction ascending.
1. Integers of lower to integers of higher denomination.
2. Integers of lower to fractions of higher denomination.
3. Fractions of lower to fractions of higher denomination.

REMARK.—The above order will be applied in the investigation of "Time measure," as an example of the manner in which each "measure" should be treated.

TIME.

That which renders change or succession possible, is called *time.*

NOTE.—Definite periods of time are marked by the rotation of the earth upon its axis, and by the revolution of the earth around the sun.

The period marked by the rotation of the earth upon its axis is called a *day*, while the period marked by the revolution of the earth around the sun is called a *year.*

NOTE.—If the capacity of the pupil is sufficient to grasp it, the day may be further defined as the period limited by two successive passages of the same meridian across the vertical rays of the sun. Also the distinction between the solar and the sidereal day may be made, and a definition for each may be given.

Standard Unit.—The *day* is taken as the standard unit in the measurement of time.

Other denominations.—The other denominations used in the measurement of time are either divisors or multipliers of the standard unit. The divisors of the *day* are the hour, the minute, and the second. The multipliers of the *day* are the week, the month, the year, and the century.

Hour.—The hour is 1-24 of the day; i.e. 24 hours=1 day.

Minute.—The minute is 1-60 of the hour; i. e. 60 min. =1 hour.

Second.—The second is 1-60 of the minute; i. e. 60 sec. =1 min.

Week.—The week is seven times the day; i. e. 7 days =1 week.

Month.—The month is 30 days, or 4 2-7 weeks; i. e. 30 days or 4 2-7 weeks=1 month.

NOTE.—The names of the months and their respective lengths may be given when the table is constructed.

Year.—The year is 12 months, or 365¼ days; i. e. 12 months, or 365¼ days=1 year.

Century.—The century is 100 years; i. e. 100 years=1 century.

NOTE.—Many items of interest respecting *time* are omitted; such may be obtained from a cyclopedia or other source, and used at the discretion of the teacher. The teacher should also be able to give the etymology and literal meaning of the various terms used, which information may be given at his discretion.

Scale.—The scale of denominations used in Time measure may be arranged as follows:

Cent.	100 Yr.	12 Mo.	4 2-7 Wk.	7 Da.	24 Hr.	60 Min.	60 Sec.
1	1	1	1	1	1	1	1

NOTE 1.—The values expressed by the units of this scale increase from right to left. In this respect the scale is like that of simple integers.

NOTE 2.—Since the rate of increase varies, the scale may be called a *varying scale.* In this respect the scale is unlike that of simple integers, whose scale is *uniformly* 10.

NOTE 3.—This scale is limited to eight denominations. In this respect it is unlike that of simple integers, whose scale (number of orders) is unlimited.

NOTE 4.—The various denominations in the scale extend both to the right and to the left of the standard unit. In this respect it is unlike that of simple numbers, whose scale extends only to the left of the standard unit [the unit 1]. If, in simple numbers, the scale be extended to the right so as to include decimal fractions, the arrangement above is like that of simple numbers.

Table.—For convenience the scale may be arranged in the following tabulated form:

60 sec.=1 min.
60 min.=1 hr.
24 hr.=1 da.
7 da.=1 wk.
4 2-7 wk.=1 mo.
12 mo.=1 yr.
100 yr.=1 cen.

APPLICATION.

In the study of simple integers, the pupil first learns their notation, i. e. the characters used, and the names and relations of the orders and periods in which numbers are expressed. He is then exercised in combining and separating numbers, readily making the necessary reductions to higher or lower orders.

The same order of proceeding may be followed in the study of Compound numbers, for the reason that those operations are performed in the same manner and in obedience to the same principles as in simple integers. No new *principle* is introduced, and but one new *fact*, viz: *the varying scale is now substituted for the uniform scale.*

The pupil should be exercised in solving examples and problems involving addition, multiplication, subtraction and division of Compound numbers. [See order of study above.] The forms of explanation should be the same as for examples and problems involving these operations in simple integers.

REDUCTION.

Reduction of Compound Numbers consists in exchanging one denomination for another without affecting the quantity of the quality expressed.

NOTE.—Exchanging any denomination for a lower denomination is called Reduction Descending, and is effected by multiplication.

FORMS OF SOLUTION—

Case 1—[See *e* in order of study above.]

Example: 9 wk.=how many hours?

∵ 1 wk=7 days,

9 " =9 times 7 da., or 63 days.

∵ 1 da.=24 hr.,

63 da.=63 times 24 hr., or 1512 hr.

∴ 9 wk.=1512 hr.

Case 2. *Example*—¾ of a da.=how many min.?

∵ 1 da.=24 hr.,

¾ " =¾ of 24 hr., or 18 hr.

∵ 1 hr.=60 min.

18 hr.=18 times 60 min., or 1080 min.

∴ ¾ of a da.=1080 min.

Case 3. *Example*—3-25 of a wk.=what frac. of a da.?

∵ 1 wk.=7 da.,

3-25 " =3-25 of 7 da., or 21-25 of a da.

∴ etc.

NOTE.—Exchanging any denomination for a higher denomination, is called Reduction Ascending, and is effected by division

Case 1—[See *f* in order of study above.]

Example: Exchange 812 hours for integers of higher denominations.

Solution—∵ 24 hr.=1 day.

812 " =as many da. as 24 hr. are contained times in 812 hr., which are 33, with a remainder of 20 hr.

∵ 7 da.=1 wk.,

33 " =as many wk. as 7 da. are contained times in 33 da., which are 4, with a remainder of 5 days.

∴ 812 hours exchanged for integers of higher denominations, equal 4 wk., 5 da., and a remainder of 20 hr.

REMARKS.—1. Examples and problems in cases 2 and 3 in Reduction Ascending may be solved in a manner analogous to that given above for case 1.

2. Forms of solution other than those given above might be applied to the same examples, but space forbids.

3. The same form of solution may be applied to all examples in Reduction Descending in the reduction of time, length, surface, volume, weight and value. Also, the same form may be used in Reduction Ascending, in all the measures; hence the pupil has but two forms of solution to master and apply in the reduction of Compound Numbers, viz: one for examples in Reduction *descending*, and one for examples in Reduction *ascending*.

4. The subject of *Time* is given *first* in the classification at the beginning of this paper, for the following reasons:

a. All quality is but an appearance in consciousness [Hickok], and as every such appearance must endure for a period in order that it may be cognized by the mind, it follows that the element of duration [time] is the conditioning principle, or possibility for the existence of all quality other than itself [if, indeed, it be proper to call *time* a *quality*].

b. The standard units of both extensive and intensive quality are all ultimately derived from the standard unit of time, the *day*.

5. In arranging the list of qualities, or measures in the classification, it is the design of the writer to place them in logical order, i. e. in the order in which their several standard units are derived. The measurement of each quality thus furnishes a basis for the one following.

If the instructor should prefer to pursue a different order he may do it; yet difficulty will be met in attempting to derive standard units if an illogical order be followed.

6. Each measure may be discussed in a manner similar to that of *Time* in this paper.

7. After finishing Compound Numbers the pupil should review both Simple and Compound Numbers, comparing and contrasting all operations of the same name, in integers, fractions and compound numbers.

8. The principles of arithmetic already enunciated are further illustrated and applied in Ratio and Proportion, which grow out of fractions and simple division, and involve comparison—in Percentage and all its applications which grow out of decimal fractions and involve comparison and analysis—and in Involution and Evolution which involve composition and disposition.

N. NEWBY.

EDUCATIONAL PSYCHOLOGY.—V.

BY WM. T. HARRIS.

COURSE OF STUDY FOR COLLEGES.

In previous articles I have discussed the question of Course of Study for District Schools and High Schools. It is now pertinent to ask: What is the course of study for the succeeding four years which the College and University occupy? The High School furnishes its pupils with less preparation in the classics, and considerably more preparation in all other branches. The College Course that should adapt itself to the Public School system must demand less preparation in the classics, but require one modern language, and about the same in mathematics (i. e. all of algebra, geometry and trigonometry); more in natural science, history, and literature. It would then be able to begin the Freshman year with analytical geometry, and require all to take the differential and integral calculus in the regular course, leaving to the list of elective studies the remaining mathematics. In natural science, a continuation of the study of inorganic nature by special branches, and a more thorough application of mathematics to the same; organic nature by special branches. The ordinary course in Greek and Latin for two years must be strictly followed, and after that made elective, and comparative philology made a required study for a year. Logic, history of speculative philosophy, and the thorough study of the system of one of the greatest philosophers, together with a criticism of the latest philosophic movements of the day should belong to the required course, leaving the rest to the elective list. Lectures on the Philosophy of History, of Literature, Art, Science, etc., should begin early and continue throughout the course, not frequently but at intervals. The practice of crowding into the Senior year all of this matter does not find the students prepared by growth for philosophical generalization, nor acquainted with its technique. Advanced views can not be communicated or acquired unless the basis of quiet assimilation has been

prepared. Time is indispensable for the growth of the deep thinker. To use two or three years of the college course in learning Latin, Greek and mathematics without attempting any generalization of the results, does not prepare the pupil to enter into such generalizations, but rather confirms in him a doubt as to their possibility. No wonder that so many students graduate unable to refute the shallow sophisms with which the air is filled by thinkers of the second stage of culture in thought, when they ought to have mastered the third stage of thinking in college, or at least to have learned that there is such a stage, and that all the greatest names in philosophy, from Aristotle down, have worked in it; and more than all this, that on the third stage alone are found all positive justifications of INSTITUTIONS and all insight into their nature. The study of literature, art, social science, politics, law, ethnology, philology, universal history, and psychology, should be conducted through lectures on their philosophy, and accompanied by recitation work in special provinces for the sake of illustration of practical method in investigation.

How much should be elective in the college course, and what should be required of all? Those studies which have a direct bearing on the discipline and insight of the scholar should not be placed on the list of electives. At least, if it is necessary to establish the institution on a basis that permits one to choose any or all of the branches, it is very important to include all the branches essential to discipline and insight in the list required for a degree. I am in favor of excluding elective studies from the High School altogether. The "classical course," so called, is adopted in order to meet the requirements of the college in preparatory work. A "general course" is made out side by side with the "classical" course, and neither course is in harmony with the public school system nor with sound psychological principles.

Those who are to "finish their education" with t High School course are the very ones who need a share of classical study. Classical study is not merely a preparation for higher study, as Latin might have been when it was studied in order to learn how to read the "language of the learned" who wrote all their books in it. If a pupil were to remain only one year in the High School, he ought by all means to study Latin during that time; it will come the nearest of all his studies to endowing him with a new faculty—with a new power of insight.

In the District School course each of the branches named is essential to the culture of the child, and it does not matter whether his course is to be one year or three years, or ten years, or twenty years. If he attends one year he learns to read and write and count—nothing else so important as these arts to him, for they open the doors of the spiritual universe to him, and the keys can never be taken away from him. In these years he perfects himself in reading, writing, the elements of arithmetic, and learns the outlines of geography. What other branch can be compared with one of these at this period? Botany? Drawing? What is botany to the boy who can not read, or write, or count, or who knows not his relation to the earth on which he lives? What is the art of drawing compared with the art of writing? The degree of universality is the test to apply in settling such questions. But botany and drawing need not be wholly banished from even the primary school. The branches being divided into disciplinary, insight-giving, information-giving, and technical-skill giving, the two former are to be regarded as essentials, and perhaps four-fifths of the time in school devoted to them. The latter deserve their place, and if one-fifth of the time be given them, they reinforce the other branches. In St. Louis natural science is taught in oral lessons one hour a week, the lesson being given on Wednesday afternoon. The pupils are not required to prepare their lessons, they are only to listen attentively and participate actively when called upon by the teacher for their experience. They are to be interested, and no constraint is to be exercised except to secure respectful attention. I have found that the information obtained in these lessons makes its appearance especially in the geography lessons. The one lesson of the week that is devoid of constraint, and contains a range of topics and explanations suited to gratify childish curiosity, I believe to be very valuable—at least far more valuable than the same time devoted to arithmetic or reading. I can not say that two hours per week used in this way would be as valuable as one hour, while its inroads on the other studies would be felt to their injury. Confined to one lesson it aids the others by reaction, while the information gradually amassed is of immediate value, and of still greater indirect value in preparing the mind for the exhaustive comprehension of nature in the High School or college. It is the active feeling and phantasy of the child that does most; his senses and reflection are roused by those unconscious movements of his soul. Hence, what he can tell directly about the subjects of his lesson may not be very much or very coherent, yet his spirit of investigation, and the conviction that all natural phenomena can be explained, is of great consequence to his after life. Drawing, again, is the only study tending directly to cultivate the hand and eye—a sort of universal skill-developing study. A short time each day can be spent on drawing better than not, for it is a rest from the discipline studies.

In the High School and in the college the course of study should still be carried on, in certain studies, with a view to discipline the mind severely, and in others to give the first initiatory course, laying the foundation for what must grow several years before the teacher can venture to unfold the highest significance of it. It must be allowed to "soak" for its time. The philosophy of history, art and literature can not be taught at once. Perhaps the first course is fortunate if it leaves a conscious conviction in the mind of the pupil that it is possible to have a philosophy of such things, the pupil not being able to give any rational account as yet of any piece of such philosophy. The descriptive phases of the sciences can be learned early. We have three cyclical movements in our natural science course, each traversing the same round and covering the whole field, gradually increasing in minuteness and scientific precision. The course in the High School ought to prove more interesting and fruitful for the previous preparation, and it probably will, when the present pupils in our lower grades reach that school.

Is not the highest problem of education how to liberate the genius of the pupil? If genius can not be cre-

ated or developed it certainly needs liberation. It seems to me that a course of study which plants first in the feeling and phantasy, and then gradually brings out through the reflection and reason, the ideas of its contents, will come nearest to the liberation of genius.

In conclusion, I will present a diagram showing the order of unfolding the main topics in the course of study in the District Schools, High Schools and Colleges:

GENERAL COURSE OF STUDY.

Class of School.	Topics relating to Nature.		Topics relating to Man; or, "The Humanities."		
	Inorganic.	Organic or Cyclic.	Theoretical. (*Intellect.*)	Practical. (*Will.*)	Æsthetical. (*Feeling and Phantasy.*)
District or "Common."	Arithmetic. Oral Lessons in Natural Philosophy.	Geography. Oral Lessons in Natural History.	Grammar—(reading, writing, parsing and analyzing).	History (of United States).	Reading selections from English and American Literature. Drawing.
High School.	Algebra. Geometry. Plane Trigonometry. Analytical Geometry. Natural Philosophy. Chemistry.	Physical Geography. Astronomy (descriptive) Botany or Zoology. Physiology.	Latin. Greek. French or German. Mental and Moral Philosophy.	History (Universal) Constitution of the United States.	History of English Literature. Shakespeare, or some standard author (one or more whole works read.) Rhetoricals (Declamation and Composition). Drawing.
College or University.	Analytical Geometry. Spherical Trigonometry Differential and Integral Calculus. Physics. Chemistry. Astronomy. (Etc. elective.)	Anatomy and Physiology. Botany. Zoology. Meteorology. Geology. Ethnology. (Etc. elective.)	Latin. Greek. French or German. Comparative Philology. Logic. History of Philosophy. Plato or Aristotle. Kant or Hegel.	Philosophy of History. Political Economy and Sociology. Civil and Common Law. Constitutional History. Natural Theology, and Philosophy of Religion	Philosophy of Art. History of Literature. Rhetoric. The great masters compared in some of their greatest works. Homer, Sophocles, Dante, Shakespeare, Goethe, Phidias, Praxiteles, Skopas, Michael Angelo, Raphael, Mozart, Beethoven, etc., etc.

"*PHRENOLOGY ON TRIAL.*"

BY H. W. WILEY, M. D.

EDITORS OF EDUCATIONIST—Under the above caption the editor of the *Phrenological Journal* proceeds, in your May number, to take grave exceptions to some of the statements concerning phrenology made in the April number of the EDUCATIONIST.

If one to whom, in the words of the distinguished editor, "the very rag-picker offers a reproof," may be allowed a little space, I would ask that boon. After reading the article of Prof. Wells, your correspondent gave himself up to the enjoyment of his annihilation and refused to be comforted until casually looking into a late number of the *Phrenological Journal* he saw that President Porter of Yale had been guilty of the same misdemeanor, and had, either through "ignorance, or willfully," misstated the claims of phrenology. Finding himself, therefore, in such illustrious company, he feels encouraged to say a word in his own behalf and in regard to some of the statements of Prof. Wells.

His first argument consists essentially of the plea that Phrenology deserves to be ranked as a science because Medicine is empirical. All this perhaps from the fact that M. D. was attached to my name, and therefore, in the language of Mr. Wells, it behooved me "to give all propositions looking to a knowledge of mind a *candid* examination, to learn what of truth they may contain, rather than to assail with ignorant prejudice, with the sole apparent purpose to discredit and destroy."

We are glad that Editor Wells can "laugh to think a physician will object to phrenology." Here, at least, is one instance where "ignorant prejudice" may do good. We could not hope much more from educated prejudice. Those of your readers, Messrs. Editors, who have kept up with phrenological literature will doubtless be astonished at the following statement of Mr. Wells: "For nearly forty years phrenologists have been trying to teach the people in language as plain as could be used, that the size of the phrenological organs is indicated by the extent of the developments from the *medulla oblongata*, or capital of the spinal column, to the periphery of the brain." * * "It is not, then, the little elevations and depressions that are judged of, but length of fiber of the brain which determines size and power."

Owing to our "ignorant prejudice" we should never have been able to make the above the teachings of phrenologists unless Mr. Wells had come to our rescue.

Having no space to quote other authors, let us take what Mr. Wells himself has given us. On page 130 of his "New Physiognomy," he gives us the outlines of phrenological science. Under Sec. 2 he says, "The mind though essentially a unit, is made up of about forty different faculties, each of which is manifest by a *particular part of the brain set apart exclusively for it*, and called its organ." The italics are not from Mr. Wells, but are the result of the evil genius of "ignorant prejudice."

Under Sec. 4 he kindly tells us that the "locations and boundaries of these organs and regions may best be learned from the *Phrenological Bust*." Here we agree with Mr. Wells. We are certain there is no other place in heaven or earth where the location of these organs could be learned. We advise all who wish to learn the whereabouts of these organs to purchase a Phrenological Bust.

Under Sec. 6 he says: "The original normal conditions which determine the excellence and efficiency of the mind as operative through the brain, are:

"1. Quality of brain.
"2. Quality of fiber of brain.
"3. Relative size of parts of brain.
"4. Influence of body upon brain."

How does it happen that nothing is said here about

the "length of brain fiber," which phrenologists have been trying to teach us for "forty years" determines the efficiency of the organ? Isn't it somewhat strange that Mr. Wells in his whole *resume* should say nothing of the very laws of his science? Nor is his book forty years old. On the title-page we find the date of its emission 1870. We wish some one not actuated by "ignorant prejudice" would seek for something in this book concerning the "*length of brain fiber.*" When I was a student of medicine I was taught that the function of the brain fibers (the white matter) was to conduct nervous force, and in no case did they originate it (see Physiologies of Flint and Carpenter), while on the other hand the granular or gray matter of the brain was the originator of nervous force. If Mr. Wells will make a dissection of a brain, or consult Gray's Anatomy, he will find that there are no traces of any kind of fibers in the gray matter. And yet Mr. Wells would have us believe that we are to look in the structure of the brain for something like a "wagon wheel," whose size is determined "by the length of the spokes from the hub outward, or as the size of a fan is determined by the distance from the rivet which holds them in place to the outer ends of the radii."

No, Mr. Wells, the great authorities in anatomy and physiology will have to be neglected and forgotten before we can believe in radial psychology, with the medulla oblongata as the great ideational center. But we are glad to see even old phrenologists repudiating the absurdities of their profession and trying to establish themselves on "general principles." We hope soon to see the "Phrenological Bust" thrown down from the *Journal*, and built on its pedestal, a monument to rational cerebral physiology.

QUESTIONS AND ANSWERS.

BY W. D. HENKLE, SALEM, OHIO.

GEOGRAPHY.

1. What influence does the Rocky Mountain system have on the climate of the Mississippi Valley?

1. The Rocky Mountain system breaks the wind from the Pacific, and causes the climate to be more temperate.

Comments: The climate west of the Rocky Mountains is milder than that east of them. If the Rocky Mountains extended east and west, so as to keep from the Mississippi Valley the cold northern winds, the mean annual temperature of the Valley would be increased. Credit the answer *zero.*

2. What causes combine to prevent Africa from having a great commercial nation within her boundaries?

2. Some of the causes are the coasts not having good harbors. It being mountainous and dry, not good for agricultural purposes, the uncivilized state of the natives, etc.

Comment: This answer though badly expressed and partially untrue of some parts of Africa, may be credited 10 per cent.

4. Define a meridian and explain the use made of it.

4. Meridians are imaginary lines drawn from pole to pole and are used to calculate distances from one point another.

Comments: The polar diameter of the earth is an imaginary line drawn from pole to pole, but it is not a meridian. The definition is analogous to the definition "men are animals." Are meridians used to calculate the distances of places regardless of their latitude?

This answer might be allowed a credit of 5 per cent.

5. Name the four principal rivers that drain North America, north, south, east and west.

5. The Mississippi river, south; St. Lawrence, east; Mackenzie, north; Columbia, west.

Comment: Credit 10 per cent.

6. Name the Atlantic States in order, commencing at Florida.

6. Florida, South Carolina, North Carolina, Virginia, Maryland, New Jersey, New York, Rhode Island, Massachusetts, Maine.

Comment: This would be a fair answer for a native of Europe, but a native of the Great Republic deserves zero for omitting Georgia, Delaware, Connecticut, and New Hampshire.

7. Describe the distinguishing features of the continent of Europe.

7. It is quite mountainous in the southern part. Among the Alps the scenery is said to be magnificent. The rivers rising in these mountains are noted for their beauty. The coasts are very irregular, the indentations and projections forming a number of seas, gulfs and bays, peninsulas, caps [capes?] etc. The Gulf stream flowing near the coast on the north-east makes the climate warmer. Europe is very thickly populated.

Comments: This is a very good answer, and leaving out of the count the objections of Dr. W. B. Carpenter [see Nature, 1870] to the ordinary theory of the influence of the Gulf Stream on the climate, may be fairly credited 10 per cent.

8. Describe the peculiaries of the River Nile.

8. The Nile river has been for some time a source of trouble to parties on exploring expeditions, on account of the great difficulty in finding the *true source.* It overflows at certain seasons of the year and at other times [it] is impossible to navigate upon it. It is supposed to rise south of the central part of the continent in some one of the lakes in that region, and to flow for some distance under ground.

Comments: Part of this answer is badly expressed, but yet it may be credited 10 per cent.

9. How would you teach beginners the use of a map?

9. Before using a map I should use a globe to avoid having the children form the idea of the surface being flat. Also in teaching directions, and have them understand that the map is used merely for its convenience. Then I should endeavor to have them form a true picture in their minds of the varied surface and then in taking the map would be merely a picture of the things taught.

Comments: This answer is badly expressed and in part inaccurate. A map is not a picture but a geometrical representation of positions. However, to show our kindness let us credit this answer 10 per cent.

10. How would you teach that the earth has a spherical form?

10. I would take an object resembling the earth in form as nearly as possible.

Comment: The point in this question is entirely missed. The question means, "How would you *prove* that the earth has a spherical form? Credit *zero.*

To sum up, the answers to these questions by a liberal allowance deserve no higher credit than 55 per cent.

THE GRANGERS.

EDITORS EDUCATIONIST—I was not a little surprised to learn by an article in your May number, that the Indiana Grangers of Rush county were taking initiatory steps in opposing the framework of your school system. This is certainly a new feature in that organization.

We have a goodly number of Granges in Pennsylvania, and new ones are being constantly organized; and those foremost in the cause of education are among their members, and most all classes of people look with favor upon them. We bid them God speed in their efforts to entirely control the profits of their own productions. We wish them unbounded success in foiling and breaking up railroad monopolies. We do not object to their purifying the politics of the country. In short, we look upon the Grangers of Pennsylvania as an element for good, and consider their efforts and objects truly commendable. But if Rush county Granges are sounding the advanced notes of a crusade against free school systems, then will Grangers take a load upon their shoulders that will be found burdensome. An intelligent view would be for Grangers and all classes of people to look upon our common schools, and all other educational agencies, as the instrumentalities whereby the interests of the people in general are guarded and monopolies and rings held in check.

It is our candid opinion that our Pennsylvania Grangers look with pride upon our free schools, and could not, in any way, be induced to take steps hostile to them; in fact, Mr. Editor, you may say to your Rush county Grangers, that among our Erie county Grangers can be found hundreds of faithful school officers, among whom worthy of mention are D. C. Kennedy, Esq., of Corry, and Asa Battles, Esq., of Girard, both Grange organizers.

Your compliments, Mr. Editor, to the Superintendency of Pennsylvania, are not unmerited. She was truly a pioneer in the Superintendency. It was adopted in this State in 1854, and has, therefore, stood the test for twenty years, and is now the "right arm" of our school system.

Pennsylvania, standing almost entirely alone in the adoption of the County Superintendency in 1854, looks now upon its successful operation in almost every State of the Union, with no small degree of pride.

But we are not content with the County Superintendency alone. Closer supervision is called for, and many of our schools are cared for by the appointment of District Superintendents, who are professional teachers, and who devote their entire time to the supervision of from twelve to twenty schools.

The people of this State are taxed heavily for school purposes, but they see an equivalent rendered in an educated offspring, and the general diffusion of knowledge among the people. Our school-houses and churches stand side by side among our hills and valleys, and the cause of education is as dear to the hearts of our people as the cause of Christianity.

Yours, Respectfully, C. C. TAYLOR.

Waterford, Erie Co., Pa., June 8, 1874.

SUP'T Campbell, of Posey county, writes that their Institute will be held at Mount Vernon, commencing the fourth Monday of August.

Selections.

THE WESTERN SCHOOL OF SPECULATIVE PHILOSOPHY.

The operation of the German mind upon the American has been admirably exemplified in St. Louis by the upspringing in the new and thoroughly commercial capital, of a real and noteworthy school of speculative philosophy, at whose head, and by virtue of his distinguished pre-eminence as a thinker, stands William T. Harris, the present superintendent of the city public schools. Mr. Harris, during his stay at Yale, in 1856, met the venerable Alcott, of Concord, and was much stimulated by various conversations with him. At that time he had studied Kant a little, and was beginning to think upon Goethe. The hints given him by Mr. Alcott were valuable, and sometime afterwards, when he settled in St. Louis, and came into contact with Germans of culture and originality, his desire for philosophical study was greatly increased and strengthened. In 1858 he became engaged in teaching, for eight years conducting one of the graded schools. The first year of his stay in St. Louis he studied Kant's "Critique of Pure Reason," without, as he says, understanding it at all. He had been solicited and encouraged to these studies by Henry C. Brockmeyer, a remarkable and brilliant German, and so enthusiastic for Kantian study that he awoke a genuine fervor in Mr. Harris. They arranged a Kant class, which Mr. Alcott on one occasion visited, and in a short time the love for philosophical study became almost fanaticism. A number of highly cultured Germans and Americans composed the circle, whose members had a supreme contempt for the needs of the flesh, and who, after long days of laborious and exhaustive teaching, would spend the night hours in threading the mysteries of Kant. In 1858 Mr. Harris claims that they mastered Kant, and between that period and 1863 they analyzed, or, as he phrases it, obtained the keys to Leibnitz and Spinoza. The result of this long study is written out in what Mr Harris calls his "Introduction to Philosophy," in which he deals with "speculative insights." Every one, he claims, will have the same insight into Kant, Leibnitz and Spinoza as he did, by reading his "Introduction." He already has a large number of followers, many of whom apply his theories, according to his confession, better than he does himself; and his *Journal of Speculative Philosophy*, started boldly in the face of many obstacles, has won a permanent establishment and gratifying success. Among the most prominent members of the Philosophical Society, which was definitely organized in 1864, were Mr. Brockmeyer, J. G. Werner, now a probate judge, Mr. Kroeger (a stern, unrelenting philosopher, enamored of Fichte, translator of the *Science of Knowledge*, and author of a *History of the Minnesingers*), George H. Howison, now in the Boston Institute of Technology, and Mr. Thomas Davidson, one of the most effective students of Aristotle in this country. Mr. Brockmeyer is the accomplished translator of Hegel's *Logic*. The *Journal of Speculative Philosophy* was prompted in this wise: Mr. Harris wrote a "Critique upon Herbert Spencer's First Principles," which was offered to *The North American Review*, but the editors failed to discover anything in it, save that it was very audacious, and returned it to the author. Mr. Harris

thereupon valiantly started his own journal in April of 1867. The publication is gaining ground in this country, and has won a very wide and hearty recognition in Germany and among thinking men throughout Europe. —*Edward King; Scribner's for July.*

ACCOMPLISHMENTS.

So-called accomplishments are a sort of mansard roof clapped on the sounder structure of the average English education. Why they are thus denominated, when in the possession of them so little is really accomplished, it is difficult to determine. Their material is generally as unsubstantial as that of the thing to which they have been compared, and, subjected to the fiery tests of life and experience, they are almost as readily destroyed. The acquirement of a little knowledge of music, certain rules of drawing, the process of mixing colors, and a few foreign phrases, are oftenest the result of much misapplied industry. If music, drawing and painting were studied and cultivated as arts, with the intent of becoming thoroughly proficient in them, that they might stand, if need be, in good, practical stead, then the time devoted to them would not be wasted. Instead of being mental folfols in which to deck their ill-clothed minds in public, these attainments would be of deep and lasting satisfaction to their possessors, even though not put to any severer trial.

Few girls care enough for music and drawing to pursue them after being freed from the restraint of masters, and many would never begin such study were it not for the ambition of parents, guided by a society that demands all girls to be molded after one model. This idea is so obviously impossible as to be absurd. Countless good gardeners, milliners, dressmakers, housekeepers, have been spoiled in poor piano-players, simply because knowledge of the piano was considered an elegant acquisition; while the understanding of the other things was regarded as something that only necessity should require. The hours of strumming on unresponsive instruments, (unresponsive because touched by no sympathetic fingers,) which otherwise employed might have made capital cooks, are incalculable.

The original design was good—to enable women to impart pleasure and improvement to themselves and others; but it signally fails. Seldom are girls willing to play, or exhibit the work of their pencil to critical ears and eyes; and when good nature impels them to, what have they to offer? Ordinarily the merest smattering—more repellant to ripe judgment than total ignorance would be.

It is evident that an acquaintance with the alphabet of many branches is not so great an aid to intellectual improvement as being thoroughly versed in one. In this short life, it is much to know even one thing well. If thoroughly understood, everything from steak-broiling to oratorio-composing, should be considered an accomplishment. Pupils apt at figures should be taught book-keeping in place of minims and semi-breves; and natural nurses given an insight into bottles and bandages, in lieu of curved lines and natural tint. Thus the training of the mind in a direction at once natural and useful contributes to its healthiest growth, and redounds to individual advancement and general advantage.—"*Home and Society;*" *Scribner's for June.*

It is a source of just congratulation to the American citizen, that the political and social institutions of his country are more favorable, nearer to humanity than those of any other great nation in the world. Our Constitution grants equal political rights to all citizens, and respects personal freedom to such an extent that it leaves the consciences of all men free, with reference to religious opinions and practices. Socially, we judge men by their inner worth and by their achievements, caring not for external or accidental distinctions, except where fashion has imported folly from abroad. Even the exorbitant value placed upon wealth has its root in this, since wealth is the commonest reward of excellence. Hence, too, woman—showing herself in so many activities the equal of man—occupies among us a higher social position, and exerts a greater influence upon the general welfare, than in any other civilized country. Even children are treated with greater consideration and looked upon with more respect than elsewhere.

These things have developed in the American citizen an almost instinctive independence of character, which is exceedingly favorable to the development of strong individualities. Add to this the traditional energy and endurance of the American, which he owes to the early struggles of his forefathers with a reluctant wilderness and an obstinate race, and to the glorious war of the revolution; add our great national power and the vastness of our resources that render us wholly independent of other nations, and there seems to be no reason why our country should not stand foremost in culture, and our educational systems be the best, nearest to the ideal of the great teachers whom we have reviewed.

On the other hand, the doctrine of equal rights may produce jealousy in those less favored with capacity or success, and may bring about an equalization, particularly in educational efforts, which is adverse to the assertion and development of individuality. Excessive respect and consideration shown to the young may breed a self-satisfied conceit, which, in its turn, brings forth indolence. The ease of making a living may strengthen this indolence, and render man content with the acquisition of wealth and comfort, or pervert his energy into a nervous chase after money, which gives him the means to plunge into a whirlpool of gross, exciting, sensual pleasures.

Thus, the very blessings that are justly our greatest boast, expose us to a self-conceit, an indolence, a sensuality, an egotism, that may pervert those very blessings into curses, if we are not ever humbly watchful of ourselves. Add to this, again, the fact that we owe to our mother-country, England, an almost bigoted respect for authority and precedent; a conservatism that hangs ever like lead upon the skirts of progress; a utilitarian tendency that worships the real, while it scorns the ideal or smiles at it, and we can readily understand that much energy will yet have to be expended, if the manhood of our country is to justify the hopes and expectations of its youth.

Yet, if we take our school system, the mightiest factor of the future, as a criterion, we have reason to feel reassured and encouraged. It is true, our school system still struggles with many difficulties, and suffers from a host of faults. So many parents and school trustees have no idea of the importance or the aims of true education. A great many teachers look upon their work as

a temporary, convenient mode of making a living. The school aims, in so many instances, almost exclusively at directly visible results, and crushes all efforts at the development of mental and physical vigor, of individuality and character, under the dead weight of percentage; it would force all the pupils to do a certain number of things equally well, and thus hampers progress, favors show, and does nothing very thoroughly nor very far; it reduces the teacher to a recitation machine and the pupil to a memorizing contrivance; it does, indeed, many things that are useless or injurious, and neglects many things that are indispensable, if education is to prepare the young for full usefulness, and true happiness.

On the other hand, our people as a whole, at least in the states that have enjoyed the benefits of a common school system, seem to be aware of the necessity of schools, seem to feel that good comes or can come from them. This feeling may, in many cases, be quite indistinct and ill-defined; but it is sufficiently keen to render them ever ready to sacrifice wealth for the maintenance and improvement of their schools. No country in the world, except, perhaps, some portions of Switzerland, can boast of expending so much for schools, in proportion to the cost of other public concerns, as these favored states; and all the states of the Union are gradually but surely drifting to this desirable condition.

The wish to send to school is so general and grows so rapidly, that the necessity of compulsory laws becomes ever less urgent. Our school-houses are built commodiously, with fair provisions for light, air, heat, and for comfort in the seats. Our school appliances, within the narrow but expanding scope of our subjects of instruction, are good and improving. In the methods of instruction, imperfect as they are, much of the work is thrown upon the learner—often, indeed, more than his powers justify. The demand for play-grounds, for physical training, for respect to the development of the body, for technical instruction, for a more intimate intercourse with nature, is steadily increasing. In discipline there is a growing tendency to do away with force and mere authority, and to rely more and more upon insight and good habits on the part of the pupil; although, of late, a cheap sort of military discipline has been retarding sound progress quite considerably.

At the same time, the number of parents and school trustees that appreciate the requirements of a truly good education, is gaining from year to year. And, best of all, the number of teachers who feel the divinity of their calling, and who are willing to forego more lucrative and less trying occupations for the sake of devoting their lives to this, is rapidly swelling, thanks to the liberality of the people and to the influence of normal schools. Before the stout hearts, the clear heads, and the skillful hands of these men and women, the enemies of progress and of a rational, natural, humane education—active and passive, animate and inanimate, be their name ignorance or incapacity, pedantry or pretense, selfishness or prejudice—will be repelled into the past as steadily and surely as time marches into the future.—*Hailman's History of Pedagogy.*

A NORMAL INSTITUTE of eight weeks will be held at LaPorte, commencing July 13th. For particulars address James O'Brien, county superintendent.

WE call the attention of advertisers to the fact that our circulation extends to the majority of the Township Trustees of the State, and to all the County Superintendents of Indiana and Illinois. The EDUCATIONIST will also be extensively circulated among teachers and school officers during the summer institute season.

WE have a beautiful card photograph of Louis Agassiz which we offer as a premium for *one* new subscriber to the EDUCATIONIST. We also have them for sale, price 25c. Remember, given for one new subscriber and $1. The only photograph of Agassiz offered by any journal!

AGENTS WANTED FOR THE EDUCATIONIST.—Our new premium list will soon be issued, giving unexampled inducements to agents. Send for specimen copies and premium list. An agent wanted in every school district in the State.

Educational Intelligence.

We desire to give, as fully as our space will allow, the latest educational news and hope our friends will afford us the necessary information. Notice of the time and place of all meetings of an educational character, together with changes of school officers, etc., etc., will be gladly received.

——Geo. P. Brown, who has held the position of principal of the High School, in Indianapolis, for three years, has been elected to the superintendency of the schools of the city.

——A. C. Shortridge has resigned the superintendency of the Indianapolis Public Schools, and accepted the presidency of the Purdue University. He has been in charge of the Indianapolis schools for eleven years.

——The Harrison County Normal School will open at Corydon, on the first Monday in August, 1874, and continue in session four weeks. The school will be under the direction of Prof. J. M. Bloss, candidate for the office of Superintendent of Public Instruction on the Republican state ticket.

——*Editors Educationist* :—The Vevay public schools, after enjoying a successful term of 170 days, closed on the 21st of May. Whole number enrolled during the year, 527; average daily attendance, 310; per cent. of attendance, 90. *P. T. HARTFORD.*

Vevay, Ind., June 4, 1874.

——County Superintendent Smith, of Union county, gives notice that he will hold an eight-weeks Institute in Liberty, the county seat, commencing Monday, July 6. He says: "All who are teaching or preparing to teach, or any who wish to become thorough in common school studies, will find it to their advantage to attend. A class will be formed of those wishing to prepare for State license. An opportunity will also be given to pursue other higher branches."

——A Teachers' Institute will be held at Spiceland Henry county, Ind., beginning August 4th and continuing five weeks. The course of instruction will be arranged to meet the wants of the common school. Each

of the legal branches will be "outlined," and its most difficult points discussed. A course of lessons will be given upon Morals and Manners, with a view to application in the school-room. An outline of Mental Science will be given, with the view of leading teachers to see that this science is the basis of all true instruction. Every effort will be made to render the Institute one of *practical value* to the teacher in his daily school-room work. Profs. T. Wilson, Principal of Spiceland Academy, and N. Newby, late of Indiana State Normal School, will have charge, and will be assisted by lectures from several of the best educational men of the State. Terms $1.00 per week. Good board can be had at from $3.00 to $3.50 per week.

——*Editors Educationist:*—The schools of this township closed in April; length of term 135 days. The pupils generally made good progress. This, I think, is due to a better system of classification. County Superintendency is working a great improvement in the schools of this county. Our township institutes were very successful and well attended, there being fifty sometimes in attendance. Township Institutes, if properly conducted, will accomplish a vast amount of good, by giving the people at large a better knowledge of the school system of the State and the practical workings of the same.

We did but little business at our meeting May 1st. White's Arithmetics were adopted for gradual introduction. I very heartily concur in the resolutions of the Board of Education of Shelby county, both in regard to buying furniture and compulsory education. I know some trustees who have been shamefully imposed upon in the price of school apparatus by traveling agents.

Yours, *C. Q. KIRKPATRICK,*
Trustee Jackson Township, Tippecanoe Co., Ind.

——Speaking of the questions and answers published in a former issue, the Superintendent of one of our most prominent cities says:

"My estimate of the value of those papers would be based on one of two considerations were I an examiner. The first is simply a knowledge of the questions; the second is as to the ability of the person who answered them to teach the subjects. According to the first standard I would mark in

GEOGRAPHY.		GRAMMAR.	
1—0	6—9	1—5	6—5
2—2	7—8	2—0	7—5
3—0	8—0	3—0	8—5
4—3	9—8	4—10	9—5
5—10	10—0	5—0	10—5
	40		40

"The presumption is that examination papers are prepared with such care that they shall indicate the scholarly taste and ability of the writer in all that he thinks is essential to his success as a teacher. Judged by this standard, I should rate those papers lower than I have marked above.

"I have not time to give my reasons for the scale of marking I have indicated, nor do I suppose it necessary. I presume there will be a great diversity in the estimates of the value of the papers. I expect that mine will be considered very low. A comparison of views on this subject will be very valuable, and will lead to greater uniformity of marking in the State."

——*Editors Educationist:*—The schools of this county are generally in session this spring, and all seem to be doing well. We have a number of young teachers in the work, who in many cases exceed our most sanguine expectations. Our Board meeting in May was a success, fifteen of the members being present. The questions of building good school-houses, school funds, teachers' institutes, etc., were fully investigated. The enumeration of children in this county shows that we have 1002, which will increase our fund four or five hundred dollars over last year.

There is but little said against County Superintendency in this county, and all good citizens are doing what they can to increase the usefulness of such officer. Our schools in this county are in better condition at present than ever was known. We will in the meanwhile devote our time and energy to the good work, hoping that if we do not live to see our labor rewarded, that others who succeed us in life may reap the reward.

W. L. MATHEWS, Sup't Kosciusko Co.
Warsaw, Ind., May 25, 1874.

——The following is the marking of the Geography questions published in our April number:

GEOGRAPHY.

	1st Ques.	2d Ques.	3d Ques.	4th Ques.	5th Ques.	6th Ques.	7th Ques.	8th Ques.	9th Ques.	10th Ques.	Average.
James E. Matthews,	50	75	00	50	100	75	75	25	75	□	70
W. B. Wilson,	□	80	0	50	100	0	70	70	□	50	42
H. H. Conley,	□	70	□	50	80	80	80	50	0	0	41
M. M. Campbell,	50	50	0	75	100	70	75	75	50	25	57
Mrs. Emma M. McRae,	10	70	□	70	100	70	30	30	50	30	46
Joseph Franklin,	□	40	□	80	100	100	80	80	50	0	53
J. R. Gordon,	50	90	□	80	100	80	100	80	90	30	70
H. S. McRae,	10	30	0	50	100	70	90	80	80	60	57
T. C. Smith,	00	100	□	100	100	70	80	90	50	50	64
W. S. Smith,	00	50	□	40	100	80	90	50	30	20	45
A. M. Gow,	□	20	0	30	100	90	80	0	80	0	40
Jesse H. Brown,	0	30	□	40	100	75	80	25	50	25	43
Enos Adamson,	50	100	□	100	100	70	100	50	70	□	64
H. L. Rust,	□	70	□	50	100	70	20	20	0	0	42
W. L. Little,	60	70	□	70	75	70	70	70	65	40	59
Jas. A. C. Dobson,	0	70	0	100	100	80	100	80	100	50	68
Sheridan Cox,	50	70	0	40	100	50	90	50	80	50	58
Mrs. B. G. Cox,	40	60	0	50	100	50	90	40	80	50	56
Geo. F. Bass,	0	40	□	50	100	50	38	35	0	□	31
James A. Young,	80	45	0	75	100	70	80	65	50	50	63
A. C. Goodwin,	75	60	0	40	100	70	100	100	75	75	70
Geo. C. Columbia,	50	100	0	100	100	80	100	50	100	50	73

——NATIONAL EDUCATIONAL ASSOCIATION.—The fourteenth annual meeting of the National Educational Association will be held in Detroit, Michigan, on Tuesday, Wednesday and Thursday, the 4th, 5th and 6th days of August next. A cordial invitation has been extended to the Association by the Governor of the State, the Mayor of the city, the State and City Superintendents of Public Instruction, and the Board of Education of the city. The use of assembly-rooms for the sessions of the Association has been tendered by the city authorities.

The following is an outline of the programme for the meeting:

GENERAL SESSION.

Report of the Committee on Upper Schools—the subject of Dr. McCosh's paper last year. Rev. George P. Hays, President Washington-and-Jefferson College, Pa., chairman of committee.

A National University. President A. D. White, of Cornell University, is expected to present the leading paper on this subject. The subject will be farther dis-

cussed by President Noah Porter, of Yale College; Superintendendent John Hancock, of Cincinnati; and Superintendent W. T. Harris, of St. Louis.

Sex and Education. It is intended that there shall be an opportunity for a full discussion of this subject by exponents of the leading views concerning it. Dr. Edw. H. Clarke, of Boston, will present the first paper.

Prof. J. K. Hosmer, of the University of Missouri, will read a paper on Co-education of the Sexes in Universities.

A third paper will be presented by Prof. James Orton, of Vassar, entitled Five Years in Vassar College.

Evening Addresses.—It is cause for great regret that Gen. Eaton, Commissioner of Education, has been compelled to cancel his engagement to address the Association as was announced in a previous circular. One of the evening addresses will be delivered by William R. Abbott, Esq., of Bellevue, Virginia. Subject—The Profession of the Teacher. The others will be announced in future.

DEPARTMENT OF HIGHER EDUCATION.

1. The Elective System in Colleges and Universities. Prof. A. P. Peabody, Harvard College.

2. University Endowments. Hon. J. B. Bowman, Regent of the University of Kentucky.

3. Classical Studies in Higher Institutions of Education. Prof. James D. Butler, Madison, Wisconsin.

4. Plan of the University of Virginia. C. S. Venable, Chairman of the Faculty of the University of Virginia.

DEPARTMENT OF NORMAL SCHOOLS.

1. What Constitutes a Consistent Course of Study for Normal Schools? John Ogden, Associate Principal of the Ohio Central Normal School, Worthington, Ohio.

2. What are the Essentials of a Profession; and what must be the special work of Normal Schools to entitle them to be called Professional? Larkin Dunton, Head Master of the City Normal School, Boston, Mass.

3. Method and Manner. Louis Soldan, Principal of the City Normal School, St. Louis, Mo.

4. Training Schools in Connection with Normal Schools. Report by the chairman of the committee, J. C. Greenough, Principal of the State Normal School, Providence, R. I.

DEPARTMENT OF SUPERINTENDENCE.

Report of the Committee on Uniform Plan and Form for Publishing the principal Statistical Tables on Education. T. W. Harvey, State Commissioner of Common Schools, Ohio, chairman of Committee.

DEPARTMENT OF ELEMENTARY SCHOOLS.

Several Problems in Graded School Management. Hon. E. E. White, Ohio.

Language Lessons in Primary Schools. Miss Keeler, Cleveland, Ohio.

Science in Elementary Schools. J. Armstrong, Principal of the State Normal School, Fredonia, N. Y.

What shall we Attempt in our Elementary Schools? Mrs. A. C. Martin, Boston, Mass.

Railroads, Hotels, etc.—All the railroads leading into Detroit have declined to make any reduction of fare save the Detroit and Bay City, the Grand Trunk, and Great Western. The Bay City will carry members at half fare. The committee are not yet prepared to announce the terms agreed upon with the Canada roads. Announcements will be made in those sections of the country reached by them soon.

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Duane Doty, Esq., Superintendent of Schools at Detroit, is Chairman of the Local Committee.

A. P. MARBLE, *Sec'y.* S. H. WHITE, *Pres't.*

Peoria, Ill., June 15, 1874.

Our Book Table.

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The following is the plan of the work:—First, Introductory; Discovery; Colonization. 1492-1776.

Second, Consolidation; Statesmanship. From the Declaration of Independence to the close of the second war with England. 1776-1815.

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